DOCUMENT RESUME

ED 305 959 JC 890 179

TITLE	Santa Fe Community College Part-Time Faculty Professional Development Plan.
INSTITUTION	Santa Fe Community Coll., NM.
PUB DATE	Feb 89
NOTE	52p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Community Colleges; Evaluation Criteria; *Faculty Development; *Faculty Evaluation; Incentives; *Part Time Faculty; Professional Development; Teacher Participation; Teacher Salaries; Two Year Colleges
IDENTIFIERS	Santa Fe Community College NM

ABSTRACT

Developed for faculty employed on a part-time basis at Santa Fe Community College (SFCC), this booklet explains the required and optional activities comprising the college's professional development program. Introductory sections reveal that part-time faculty members are required to participate in a number of professional development activities, including in-service orientation, division meetings, and student and peer evaluations, and encouraged to participate in optional in-service activities that can lead to salary increases. After explaining the policies that regulate salary increases, the booklet identifies 53 teaching competencies that the professional development program is designed to advance. The next section reviews the procedures whereby part-time faculty complete a predetermined set of optional activities in order to advance through the seven steps on the salary schedule. Subsequent sections detail procedures for verifying and maintaining a record of professional development activities, steps in the salary schedule, anticipated results, and criteria and guidelines for determining the unit values of professional development activities. The final section looks at the various activities that can be included in an individual faculty member's professional development plan, including classroom visitations, videotapes and audiotapes on effective teaching, self-assessment inventories, faculty forums, resource persons/mentors, classroom videotaping, higher education coursework, workshops, and seminars. For each activity, the booklet provides a description and explains suggested unit values and anticipated outcomes. Relevant forms and evaluation instruments are appended. (ALB)

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SANTA FE COMMUNITY COLLEGE

PART-TIME FACULTY

PROFESSIONAL DEVELOPMENT PLAN

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SANTA FE COMMUNITY COLLEGE PART-TIME FACULTY PROFESSIONAL DEVELOPMENT PLAN

INTRODUCTION

I. OBJECTIVES....1

II. COMPONENTS OF THE PROFESSIONAL DEVELOPMENT PLAN....2
- A. Required Activities
- B. Optional Activities
- C. Additional Professional Development Services

III. TEACHING COMPETENCIES....5

IV. PROCEDURES....8

V. PROFESSIONAL DEVELOPMENT VERIFICATIONS....10

VI. RECORDS....11

VII. SALARY PLAN....12

VIII. RESULTS....13

IX. CRITERIA FOR DETERMINING UNIT VALUES....14

X. GUIDELINES FOR DETERMINING UNIT VALUES....15

XI. PROFESSIONAL DEVELOPMENT PLAN ACTIVITIES....17
- A. Introduction....17
- B. Activities....18
  1. Classroom Visitations....18
  2. Effective Teaching Videotapes and Audiotapes....19
  3. Self Assessment Inventory and Professional Development Future Plan....20
  4. Faculty Forum....21
  5. Resource Person/Mentor....22
  6. Classroom Videotaping....23
  7. PBTE Modules....24
  8. Higher Education Course Work....25
  9. Workshops, Conferences, and Seminars....26
  10. Teaching Effectiveness Seminar....27
  11. Independent Reading Project....28
  12. Faculty Seminar....29
  13. In-Service Program Presentations....30
  14. Alternative PDP Activities....31

Appendix.....32

1. Professional Development Plan Prior Approval Form.....33
2. Professional Development Plan Activity Record.....34
3. Professional Development Plan Self-Assessment Inventory.....35
4. Professional Development Future Plan.....38
5. Resource Person/Mentor Conference Summary...41
6. Classroom Observation Report.....42
7. Instructional Observation Analysis.....43
8. Classroom Evaluation: Definitions and Examples.....46

SANTA FE COMMUNITY COLLEGE
PROFESSIONAL DEVELOPMENT AND SALARY PLAN
FOR PART-TIME INSTRUCTORS

I. OBJECTIVES

To institute a part-time faculty professional development plan that promotes the highest quality of college instruction is the primary objective of the professional development program at SFCC. Participation in professional development is required of all academic and vocational-technical faculty. While some activities are required of all faculty, additional programs are available on an optional basis. Participation in these additional activities is rewarded through salary increases.

II. COMPONENTS OF THE PROFESSIONAL DEVELOPMENT PLAN (PDP)

A. Required Activities

Part-time faculty, as part of their contractual agreement with the College, are required to participate in a number of professional development activities designed to ensure quality instruction, communication, and faculty support. The following activities are included in the required program:

1. Orientation In-Service
   An in-service program with mandatory attendance is held each semester at the beginning of the term. The program includes policies and procedures, philosophy, instructional information, information on student services and so forth, depending upon specific needs at the time. New faculty are, in addition, required to attend a separate session designed to acquaint them with the College and teaching expectations.

2. Division Meetings
   A division meeting is also conducted at the beginning of each term. All faculty are required to attend. Faculty in Arts and Sciences, Business and Occupations, and Developmental Studies meet to address information specific to each division.

   In addition, each division schedules required meetings throughout the semester. The number and content depend upon each division's separate needs.

3. New part-time faculty are also required to participate in an individual orientation conducted by their division head and often with the Dean of Instruction as well.

4. Part-time faculty are required to familiarize themselves with policies and procedures of the College through the Part-time Faculty Handbook and an Orientation Program packet of information about special services and programs at the College.

5. Part-time faculty are evaluated by their students each semester. All instructors are required to distribute an anonymous student evaluation instrument to each student in every class.

6. Part-time faculty are observed in their classroom as they teach each semester. Evaluation conferences are held with each instructor to review teaching strategies, to evaluate strengths and weaknesses, and to answer questions.

Individual instructors who are unable to attend or participate in a mandatory activity are required to contact their division head to arrange for an alternate equivalent activity or to be excused if appropriate.

B. Optional Activities

In addition to the required in-service activities for part-time faculty, part-time faculty are also encouraged to participate in optional in-service activities that can lead to advancement on the salary schedule. These optional professional development activities are governed by the following policies:

1. To advance one Step on the professional development salary schedule, faculty must complete a number of pre-approved, educational activities to the satisfaction of the division head and the Dean of Instruction.

2. Salary schedule advancement through seven steps or increments is possible.

3. Each pre-approved activity is assigned a unit value amount.

4. Satisfactory completion of six (6) units of in-service activity is required to advance each step.

5. Except for advancing from Step One to Step Two, faculty must also have completed a minimum of four additional teaching terms with the College. The teaching terms do not need to be consecutive. To advance from Step One to Step Two, faculty must have completed a minimum of two teaching terms.

6. Faculty without previous experience teaching will start with in-service activities designed to develop core teaching competencies.

7. More experienced instructors are encouraged to choose those activities that would be most personally beneficial, as determined in consultations with their supervisor.

8. A maximum salary cap is stipulated by the Community College Board.

C. Additional Professional Development Services

The College provides a wide variety of professional growth materials and services to faculty. "Innovation Abstracts" is regularly distributed. The Learning Resource Center (LRC) has a special section dedicated to professional materials, including video and audio tapes, periodicals, and current literature on teaching effectiveness. "The Teaching Professor" is available in the office of staff development.

Faculty are surveyed yearly to determine educational needs and interests. Workshops, programs, speakers, and other activities are developed for faculty in response to survey results and individual faculty requests.

Part-time faculty are strongly encouraged to join full-time faculty in the annual Staff Development Day and the annual Spring Instructional Retreat. In addition, they are invited to the Faculty Forums, Effective Teaching Programs, and Instructional Council meetings held each semester.

III. Teaching Competencies

Programs and activities are developed to correspond to 53 teaching competencies developed by the New Mexico State Department of Education. Mastery of these competencies requires that instructors shall understand and be able to:

1. Establish performance objectives based on task analysis.

2. Assess student performance levels and career goals (diagrosis).

3. Establish student performance objectives (prescribe).

4. Implement objectives in the curriculum (plan).

   a. Develop a unit of instruction.
   b. Develop a lesson plan.
   c. Use correct grammar and spelling.
   d. Use correct technical skills.

5. Utilize standardized test data in vocational mode.

6. Assess student performance: Knowledge.

7. Assess student performance: Attitude.

8. Assess student performance: Skills.

9. Determine student grades.

10. Evaluate instructional effectiveness.

11. Test for basic skills.

12. Analyze test construction.

13. Identify current theories of learning being developed.

14. Identify motivation techniques.

15. Analyze adult learning styles.

16. Apply learning theories to classroom activities.

17. Apply generic teaching skills to classroom instruction.

18. Establish goals for students.

19. Determine relevancy of career education, counseling, advising, guidance and basic education to vocational education.

20. Describe activities of student organizations in vocational education.

21. Employ reinforcement techniques.

22. Develop public relations in clubs or organizations.

23. Integrate student organizations into the curriculum.

24. Direct field trips.

25. Conduct group discussions, panel discussions, and symposiums.

26. Employ brainstorming, buzz group and question box techniques.

27. Direct students in instructing other students.

28. Employ simulation techniques.

29. Guide student study.

30. Direct student laboratory experiences.

31. Direct students in applying problem-solving techniques.

32. Employ the project method.

33. Introduce a lesson.

34. Summarize a lesson.

35. Employ oral questioning techniques.

36. Provide instruction for slower and more capable learners.

37. Present an illustrated talk.

38. Demonstrate a concept or principle.

39. Individualize instruction.

40. Use a team-teaching approach, when appropriate.

41. Use subject matter experts to present information.

42. Use audiovisual materials and equipment.

43. Develop a statement of philosophy of purpose for cooperative programs.

44. Project instructional resource needs.

45. Manage budgeting and reporting responsibilities.

46. Plan improvement for facilities and equipment.

47. Maintain a filing system.

48. Provide for student safety.

49. Provide for first-aid needs of students.

50. Maintain an orderly environment which is conducive to learning.

51. Organize labs.

52. Manage labs.

53. Establish and maintain a useful student record system.

IV. PROCEDURES

Part-time faculty are required to participate in a variety of professional activities, including orientation programs, division meetings and additional mandatory meetings designated by their supervisors. Participation in these activities is part of every faculty member's contractual agreement with the College.

In addition, new part-time faculty members (who start on Step 1 of the salary schedule) may choose to complete a predetermined set of optional activities that lead to advancement on the salary schedule. Upon completion of these activities to the satisfaction of the appropriate supervisor and upon completion of two teaching terms, new faculty members will be eligible for a salary increment that advances them from Step 1 to Step 2.

Upon achieving the core competencies that lead to Step 2, part-time faculty members may then choose to participate in additional activities that lead to Step 3. At this level and subsequent levels, faculty (in consultation with their division head) may develop their own plans for advancement on a more individualized basis. Professional Development Plans must be pre-approved by the Dean of Instruction. Activities chosen may fall within a wide variety of selections, including completion of university courses, completion of learning modules, or development of individual study plans.

Step 1

New part-time faculty begin their contracts at Step 1 on the salary schedule.

Step 2

During the first two terms of teaching, new part-time faculty may choose to participate in learning activities designed to ensure core competencies in the areas of instructional planning, implementation, evaluation, management, and communication. Successful completion of these activities will advance an instructor to Step 2.

A standard program for first-time instructors with limited previous experience in teaching is offered. Instructors with limited previous experience are defined as those teachers with fewer than nine distinct courses successfully taught.

Part-time faculty new to SFCC, but with previous teaching experience in other settings, may choose to participate in different learning activities designed to both review basics for effective classroom outcomes and teach specific policies and procedures governing Santa Fe Community College.

Step 2 may be reached after completing only two (2) terms of successful SFCC teaching, rather than the four (4) terms required for subsequent steps.

To reach Step 2, an instructor must earn six (6) PDP units. In-service training requirements for instructors shall include the following choices (items preceded with an asterisk are required of instructors with no previous teaching experience):

In the first term:	*Two classroom visits to another instructor's class in the same or related topic. Viewing two "effective teaching" videotapes or completing two learning modules. *Completion of a self-assessment inventory. *Attendance at a teacher's seminar (Faculty Forum) to discuss and share problems and successes. *Three meetings with an experienced SFCC instructor designated as a mentor.
In the second term:	*One classroom visit to another instructor's class in the same or related topic. Participation in a workshop sponsored by the College on teaching effectiveness. Completion of a self-assessment inventory and design of professional development future plan.

Detailed descriptions of these activities, their unit values, and the expected outcomes are outlined in Section X.

Step 3

To reach this level, faculty members may choose to participate in additional pre-approved professional development programs. Completion of six (6) units of work will qualify an instructor to advance to this step and each subsequent step on the salary schedule.

The six (6) units of credit may be completed at the faculty member's own pace. However, a minimum of four (4) additional teaching terms with the College must be completed in addition to the successful completion of six (6) approved professional development units.

Steps 4-7

Steps 4 through 7 may be reached upon successful completion of six (6) units of professional development activities and four (4) teaching terms with the College for each step advancement.

V. PROFESSIONAL DEVELOPMENT VERIFICATIONS

Professional development activities are satisfactorily completed when the appropriate division head has approved them and signed the professional development activity record. Each activity requires a specified outcome or product, with some including a written summary of the activity, an assessment of what was learned, or a report to the designated mentor.

VI. RECORDS

Faculty members have a Professional Development Plan Activity Record that is filed with the respective division head. Responsibility for accurate up-to-date records lies with the faculty member. Copies of the Prior Approval Form, which needs to be completed before an activity is approved for credit, and the Activity Record are in the Appendix of this manual.

VII. SALARY PLAN

Newly hired faculty at Step 1 will be paid $390 per credit hour taught. Subsequent raises of $20 per credit hour will be available to faculty who complete professional development activities preapproved by the College. Each step advancement on the salary schedule is equivalent to a $20 per credit hour raise.

Step 1	$390 cr. hr.
Step 2	$410 cr. hr.
Step 3	$430 cr. hr.
Step 4	$450 cr. hr.
Step 5	$470 cr. hr.
Step 6	$490 cr. hr.
Step 7	$510 cr. hr.

These amounts are subject to revision by the Community College Board.

VIII. RESULTS

The following results from instituting a professional development plan for part-time faculty are anticipated:

1. Higher levels of teaching competency;
2. Increased knowledge of subject areas;
3. Greater incentives for professional growth;
4. Consistent, improved monitoring of faculty teaching competencies;
5. Better faculty morale based on increased communication and financial reward; and
6. A program to meet faculty professional development requirements of the New Mexico State Department of Education.

IX. CRITERIA FOR DETERMINING THE UNIT VALUES OF PROFESSIONAL DEVELOPMENT ACTIVITIES

Completion of professional development activities to the satisfaction of the division head and the Dean of Instruction results in earning a predetermined number of units. Unit values to be awarded for an activity are determined according to the following criteria:

1. The activity results in professional development. Both effort and outcome will be judged.

2. The unit values awarded are consistent with the amount of effort and quality of results of other unit values awarded within the program.

3. Unit values are not determined solely on the basis of time spent in a given activity. Professional development is the goal.

4. The number of units suggested serve only as a guide. Recommendations of values will guide final determinations of values awarded, but the final responsibility for awards lies with the division head and the Dean of Instruction.

5. The Dean of Instruction will serve as the final decision maker regarding the proper unit value to award a given activity. An instructor is free to choose not to pursue a PDP activity that will not be granted the unit value requested, unless the activity is mandatory for new instructors.

X. GUIDELINES FOR DETERMINING THE UNIT VALUES OF PROFESSIONAL DEVELOPMENT ACTIVITIES

The following guidelines are intended to assist in the determination of unit values to be awarded for professional development activities:

1. Preapproved educational courses from accredited institutions will be equal to one (1) Unit per credit hour. A three (3) hour course will earn three (3) Units. One (1) credit hour will be equivalent to sixteen (16) contact hours.

2. Continuing education courses (CEUs) will be awarded on the basis of one (1) Unit per 2 CEU's earned;

3. Courses taken for "Audit" will not receive a unit award unless arrangements have been made for a product or outcome that can be evaluated by the supervisor;

4. Videotaped educational programs, audio educational tapes, and in-service training activities will be equal to one (1) Unit per sixteen (16) study hours and/or contact hours;

5. Workshops, conferences, and seminars will be equal to one (1) Unit for every twenty (20) contact hours;

6. Presenting brown bags and conducting in-service activities will be equal to one (1) Unit for every five (5) contact hours;

7. Publications will be equal to predetermined unit values at the discretion of the supervisor upon review of the project. Juried publications will be credited higher values than unsolicited contributions or ERIC writings;

8. PBTE modules will equal one (1) Unit for every three (3) completed modules;

9. Field Resource/Mentors will receive one (1) Unit for each twenty (20) hours of service;

10. Participation in an activity described in this plan does not guarantee Unit awards. All plans must be preapproved by the division head and the Dean of Instruction, and

11. Activities may receive fractional unit values from 1/4th of a Unit. The maximum unit value for one activity is six (6) Units.

Activities not listed in the Professional Development Plan may nonetheless be eligible for unit awards. Original plans must also receive preapproval from the appropriate division head, who will review the plan with the Dean of Instruction.

Advanced approval is required for awarding PDP units. An approval form may be obtained from the appropriate division secretary or from the Appendix of this manual.

XI. PROFESSIONAL DEVELOPMENT PLAN ACTIVITIES

A. Introduction

Listed in this section are activities that have been designated as appropriate to pursue for professional development credit. These activities have been designed to correspond to teaching competencies adopted by the New Mexico State Department of Education. These activities and descriptions provide guidelines for developing individual plans with each instructor's supervisor. Final decisions regarding eligibility for credit remain with division heads and the Dean of Instruction.

Activities listed and described in this section are not intended to be comprehensive. Other activities are also eligible for professional development credit. Creativity in developing individualized plans to meet specific growth needs is encouraged.

Activities listed here will not necessarily be approved for all instructors. The primary objective of completing these activities is professional growth. Therefore, some activities may be approved for one instructor but not for another, as skills and expertise vary widely. Do not assume that because an activity is described here, it necessarily will be granted approval for credit.

Activities that require funding support are subject to budget constraints and institutional priorities. Preapproval of all activities is required. A Preapproval Form is available for this purpose and can be obtained either from division secretaries or in the Appendix of this manual.

When designing an individual professional development plan, instructors should designate the methods or procedures to be used that demonstrate growth and they should also identify and describe outcomes of the activity. In addition, instructors should propose the unit value of credit the activity should be assigned. These suggestions will be evaluated as part of the preapproval process to reach mutually agreed upon understanding of the activity and the credit to be received.

B. Activities

Items preceded with an asterisk are required of teaching faculty with fewer than nine (9) distinct courses successfully taught. Teaching workshops, seminars, or short courses will constitute teaching experience, with 48 teaching hours required to constitute the equivalent of one (1) three (3) credit hour course.

*1. CLASSROOM VISITATIONS

Description

For new faculty seeking to advance to Step 2 on the salary schedule, two classroom visitations to another instructor's class are required. The classrooms chosen will be mutually agreed upon by the appropriate supervisor and the instructor. Classes should be chosen on the basis of similarity in work or topic or on the basis of teaching techniques and strategies that might be useful to learn. Each visit is to last the entire period of the class. Instructor's participating in this program are responsible for arranging an acceptable time with the instructor of the class to be visited.

Unit Values

Suggested value for two classroom visitations is 1/2 unit for professional development plan purposes.

Outcome

Review conferences with a predetermined resource person or mentor to discuss each visitation experience will be required.

2. EFFECTIVE TEACHING VIDEOTAPES AND AUDIOTAPES

Description

The Learning Resource Center has a variety of videotapes available to faculty on teaching strategies and effective instructional ideas. These materials and additional new materials added throughout the year are designed for individual viewing and instruction. Tapes may be viewed in the LRC or may be signed out for home or office study.

Unit Values

Tapes will be individually marked with suggested unit values to be awarded upon completion, depending upon the scope and nature of the material.

Outcome

Tapes that include workbooks will be accepted for credit upon completion of the workbook activity and review by the division head or mentor. Tapes that do not include workbook activities will be eligible for unit awards upon submitting a brief summary of the activity with comments regarding the relative merit or lack of merit of the activity submitted to the division head or a designated mentor. Additional or substitute outcomes may be specified on the tape itself, as these vary with the nature of the presentation and materials.

*3. SELF-ASSESSMENT INVENTORY AND PROFESSIONAL DEVELOPMENT FUTURE PLAN

Description: Self-Assessment Inventory

Instructional evaluation at Santa Fe Community College is based upon six critical areas of teaching expertise. The six major categories of competencies expected of an instructor include: teaching methods, classroom climate, communication, classroom management, critical thinking skill development, and subject knowledge. The Professional Development Plan Self-Assessment Inventory is divided into individual assessment of each of these categories, identifying strengths and weaknesses in each area and identifying activities to pursue that may help an instructor improve teaching effectiveness. Instructors are requested to carefully complete the inventory forms (forms located in the Appendix of this manual and with the secretary in each division), determining with candid reflection their honest view of individual teaching aptitudes and skills.

Description: Professional Development Future Plan

The Professional Development Future Plan is a survey document for improving instructional effectiveness, including short and long-range planning of goals and objectives, career plans, and long-range strategies for professional growth and development. The Professional Development Future Plan may follow the suggested outline of areas to address and plans to develop that is available in the Appendix and available from the appropriate division secretary. The Professional Development Future Plan may also be a document creatively designed by an individual instructor to reflect the particular needs and interest of one person.

Unit Values

The suggested unit value of credit for satisfactory completion of the self-assessment inventory and the professional development future plan is 1/2 unit. Other values may be granted on the basis of special circumstances as established by the appropriate division head.

Outcome

The self-assessment inventory and the professional development future plan, upon completion, must be carefully reviewed with either the appropriate division head or a designated mentor. This review session should include an item-by-item discussion of each category, as well as a detailed review of identified activities for growth. Additional activities may be suggested by the instructor or the supervisor to develop the optimal plan for increasing teaching effectiveness.

4. FACULTY FORUM

Description

Each fall and spring term, a Faculty Forum will be offered to SFCC instructors. New faculty wishing to advance to Step 2 on the salary schedule will be required to attend this seminar during one of the two semesters. Faculty Forums will be organized by divisions, to bring together faculty in related fields to discuss problems, share successes, and plan instructional improvements in their areas of expertise. The purpose of the Faculty Forum is group interaction to promote teaching excellence, as faculty are provided an opportunity to know one another, to familiarize themselves with programs in their divisions, to teach one another about quality instruction, and to problem-solve as a group.

All full-time faculty will be expected to attend the Faculty Forums each term. Faculty who have not chosen to participate in the Professional Development Plan and who are part-time instructors at the College will be encouraged to attend also.

Unit Values

The unit value for attendance at one Faculty Forum, with a brief summary of insights gained, experiences shared, and plans developed, submitted to the appropriate division head is 1/2 unit of credit in the Professional Development Plan.

Outcome

The summary developed for division head review and approval should briefly describe the educational value to the participant. Of special significance is the instructor's personal participation in the experience. A willingness to share problems and successes with other faculty will not only contribute to the success of the experience, but also contribute to the professional growth of the faculty member. A second primary objective for this activity should be the development of new ideas for improving teaching effectiveness through creative planning, trying new strategies and techniques, and renewed commitments to individualization in the classroom.

*5. RESOURCE PERSON/MENTOR

Description

Mentors will assist their division head in developing and improving teaching competencies and abilities for new or less experienced faculty. Mentors may assist up to three faculty members during a semester. Responsibilities include:

1. Holding three conferences per term with the faculty member to review and answer questions regarding teaching. Mentors help faculty locate resources, develop teaching strategies, validate PBTE module completion, and engage in similar activities, depending upon identified needs.
2. Visiting the faculty members classroom twice during the term and following through with a review conference to make suggestions and provide encouragement.
3. Reviewing self-assessment inventories to develop plans for improvement.

Experienced instructors who have demonstrated mastery of instructional skills and have the ability to positively influence the teaching abilities of less experienced instructors are encouraged to be mentors. Mentors who can contribute to an instructor's knowledge of the subject taught will also be encouraged to participate.

Instructors wishing to serve as mentors will be asked to submit this request in writing to the Dean of Instruction for approval.

Unit Values

Serving as a mentor for one term for one instructor is generally valued as 1 unit of credit. This may be modified by mutual agreement with the supervisor's approval on the preapproval form.

Outcome

Brief summaries of the four conferences, listing discussion topics, plans for improvement, strategies for teaching reviewed, and other topics covered will be submitted to the appropriate division head for approval. A conference summary form is located in the Appendix of this manual.

6. CLASSROOM VIDEOTAPING

Description

One of the most effective methods for improving teaching skill is self-assessment through careful diagnosis of actual teaching in the classroom. A particularly valuable experience for instructors has been videotaping themselves while teaching their class and then reviewing the tapes to assess style, technique, organization, content, and discipline.

Audiovisual equipment is available through the Learning Resource Center at the College. Technicians to run the equipment and direct the taping sessions are also available. With prior notification, a trained technician will videotape a full classroom session and arrange for an appropriate time for the instructor to view the tape.

The purpose of this activity is primarily self-assessment. In addition, however, instructors will be asked to review their videotape with a designated member of the instructional staff for constructive feedback and observations regarding the teaching experience.

Unit Value

One videotaped class, including a review session with a designated member of the instructional staff, may earn one (1) Unit in the Professional Development Plan program. A high unit value for the time expended is recommended, due to the exceptionally high level of professional growth generated by this activity and as an incentive to encourage participation in this learning experience.

Outcome

The critique and feedback session with a designated member of the instructional staff satisfies the requirement for successful completion of this activity.

7. PBTE MODULES

Description

Performance-Based Teacher Education modules are available in the Learning Resource Center. Modules have been developed at the Center for Vocational Education at Ohio State University to teach instructional skills. Printed and audiovisual materials comprise the Professional Teacher Education Module and audiovisual materials comprise the Professional Teacher Education Module Set, assisting instructors in developing skills in the following areas:

Program Planning, Development, and Evaluation
Instructional Planning
Instructional Execution
Instructional Evaluation
Instructional Management
Guidance
School-Community Relations
Professional Role and Development
Implementing Competency-Based Education
Serving Students with Special/Exceptional Needs
Assisting Students in Improving Their Basic Skills

Unit Values

Completion of three modules will generally be valued as one unit of credit in the professional growth plan. This may be modified by mutual agreement with the supervisor's approval on the preapproval plan.

Outcome

Completion of each module entails completion of the student guide and subsequent completion of the related workbook for each module. Summary reports to a predesignated mentor will be required.

8. HIGHER EDUCATION COURSE WORK

Description

Courses offered in an accredited college or university program or a continuing education/community service program are eligible for professional development plan credit. Courses receiving this credit must be directly linked to professional job skills or vocational areas clearly connected to SFCC employment. General, professional, and technical courses are equally eligible to qualify, as long as they assist in meeting professional development goals mutually agree upon by supervisors and instructors. Courses offered at Santa Fe Community College may be eligible for unit awards in the PDP program.

Unit Values

Unit values of credit for university courses consist of granting one unit of credit for each semester hour of credit. Other values may be granted on the basis of special circumstances as established by the supervisor and the instructor.

Outcome

For credit courses, a grade of "C" or above will qualify a candidate for credit in the Professional Development Plan. For non-credit or audit classes, a predetermined outcome must be established by the supervisor and the instructor. Outcomes may be papers written, workshops conducted, or projects completed that benefit SFCC's instructional programs.

9. WORKSHOPS, CONFERENCES, AND SEMINARS

Description

Occupational and instructional workshops conferences, and seminars can be valuable professional growth experiences. Faculty are encouraged to attend professional conferences related to their teaching needs or occupational areas. Attendance, however, does not necessarily merit professional development credit. Effort expended and learning achieved are the appropriate measures of professional development.

Unit Values

Attendance at workshops, conferences, and seminars is eligible for professional development credit, but unit values of credit must be predetermined by the supervisor and the participant. A general rule for guidance in making this determination should be that 20 contact hours is equal to one (1) unit of credit. This, however, could vary widely depending upon the experience and the outcome.

Outcome

A brief summary of attendance and description of what was gained should be turned in to the supervisor upon completion of this activity. When a conference has led to information and insights of value to other faculty, a meeting or written report to other faculty may be an appropriate outcome.

10. TEACHING EFFECTIVENESS SEMINAR

Description

During the fall and spring semesters, a Teaching Effectiveness seminar will be conducted. The seminar will target specific areas of instructional improvement, like understanding the adult learner, how to individualize instruction, the development of critical thinking skills in the classroom, and so forth. Experts in the topic presented will share their knowledge with the faculty and then respond to questions and concerns. Smaller group activities may also be planned to address the topics. Seminars will generally be held in the evenings to facilitate participation of both full and part-time faculty in the programs.

Unit Values

Attendance at the Teaching Effectiveness seminar and completion of a written report to the division head may earn a suggested unit value of 1/2 credit.

Outcome

Part-time faculty wishing to earn Professional Development credit for attending a Teaching Effectiveness seminar will be required to submit a written report of the experience to the appropriate division head, reviewing the topic covered, the major points made, and summarizing what was learned.

Upon completing the written report describing the Teaching Effectiveness seminar and summarizing what was learned, faculty members should designate one addition, deletion, or change in their own teaching that could be improved as a result of the topic covered during the seminar. The change should be discussed with the instructor's preassigned mentor or division head prior to implementation for suggestions and reactions.

11. INDEPENDENT READING PROJECT

Independent reading projects to promote instructional skills, knowledge of subject areas, vocational skills, or professional understanding are appropriate PDP activities. Current literature in a specialized area, journal articles of import to teaching, educational or research books, and other written productions are acceptable, in so far as they relate to professional development in teaching. Materials to be used are the responsibility of the participant to acquire, borrow, or otherwise obtain.

The reading project should be designed to fit into an overall development plan that addresses particular needs of the participant. Coherence with identified goals and objectives for professional development should be obtained.

Unit Values

Each independent reading project will be assessed on its own merits, depending upon the time, effort, and professional development to be gained. As a guide, one unit of value may be awarded for every sixteen (16) hours dedicated to the project.

Outcome

Independent reading projects will be approved upon successful completion of a predetermined outcome, which may be a written or oral report submitted to the appropriate division head or mentor, a presentation to faculty or staff summarizing the information learned, or possibly a leadership role in a conference or seminar addressing the same topic(s). The outcome must be clearly identified prior to project approval. Outcomes will vary in accordance with the original plan and the variety of appropriate projects that could complement the reading topic.

12. FACULTY SEMINAR

Description

Professional Development Plan credit may be earned through the independent organization of faculty seminars, designed to explore topics of special interest to four or more instructors. Faculty would be responsible for identifying a minimum of three other participants for a seminar. Participants would meet approximately two (2) hours per week to teach one another skills, to intellectually pursue topics in their field, to discuss current literature in teaching, or to approach any topic relevant to their mutual professional growth. Outside speakers may be invited to present materials or seminars may be independently conducted by the members. Topic suggestions for seminars include curriculum reviews, how to motivate students, effective teaching strategies, the role of writing in a particular subject, and other related topics. For example, drafting instructors may want to explore the latest technology and computer software. Creatively defining topics of mutual interest is encouraged.

Unit Values

Two hours per week for a semester would generally be valued as two (2) unit credits, based on the general guideline of one unit per sixteen hours of effort. Shorter sessions or longer sessions could be developed according to the requirements of the topic and the participants. Seminar members should propose the topic, the participants, the time schedules, and the requested number of Professional Development Plan units requested.

Outcome

Faculty seminar outcomes may vary according to the topics, the participants, and the needs of the College at the time. A report to Instructional Council on information learned, proposals for policy or procedures changes, presentations on teaching strategies at Orientation or faculty programs, and other outcomes may appropriately be proposed for credit.

13. IN-SERVICE PROGRAM PRESENTATIONS

Description

Faculty are encouraged to share their expertise with one another and with students by presenting programs or conducting in-service activities for the benefit of others. For example, the student brown bag programs at noon offer a worthwhile opportunity for faculty to make additional contributions to the College and to the faculty development process. In-service activity presentations may be proposed by faculty for PDP credit. Requests for presentations from a division within the College or to outside groups may also be eligible. Upon approval, presentations will be expected to conform to the high standards of other programs at the College, including the provision of relevant handouts, the use of audio-visual equipment, or in-depth discussion formats, etc., depending upon the topic and appropriate methodologies for effective presentation.

Unit Values

Conducting in-service activities or brown bags will earn varied credits, depending upon the topics, preparation time, length of presentation, and other relevant factors. A guideline for determining unit values to award is that one (1) unit may be awarded for every five (5) contact hours.

Outcome

Successful completion of the planned program with results of a brief, but formal, written evaluation survey will constitute an appropriate outcome for this activity. Evaluations may be designed to suit the particular program, but should include an overall assessment of the activity and a question regarding how the program might be improved in the future.

14. ALTERNATIVE PDP ACTIVITIES

Description

Activities other than those described in this manual may also be eligible for Professional Development Plan credit. The College encourages creativity and flexibility in PDP activities. Faculty should develop their plans with care, following the outline of other plans by including a description, a proposed unit value to award, and an identified outcome or product of the activity. These descriptions should first be reviewed with the appropriate division head for a general assessment of the plan's productivity and value and to receive suggestions regarding the proposal. A second, more formal plan should then be presented to the division head after suggestions and/or revisions have been incorporated.

Unit Values

Unit values should be proposed at the time of initial presentation of the concept to the division head. Justification should be carefully thought out, based on the PDP "Criteria for Determining the Unit Values of Professional Development Activities."

Outcome

An outcome or product for the activity should be described in sufficient detail to provide the division head with a clear understanding of what is to be gained from the proposed activity. Outcomes will vary according to the scope and nature of the project.

APPENDIX

SANTA FE COMMUNITY COLLEGE
PROFESSIONAL DEVELOPMENT PLAN
PRIOR APPROVAL FORM

Name: _____
Instructional Division: _____
Date: _____

Professional Development Plan Activity:

Professional Development Activity Objectives:

Describe the product or outcome to be submitted: e.g., a presentation, a summary, or some other activity that will reflect your active participation. Please submit your "outcome" as soon after the activity is completed as possible.

Time estimated for completion: _____
Expected completion date: _____
Number units requested: _____

Prior Approval Signature	Signatures Upon Completion
_____ DIVISION HEAD	_____ DEAN OF INSTRUCTION
_____ DATE	_____ DATE
	_____ DIVISION HEAD
	_____ DATE

PROFESSIONAL DEVELOPMENT PLAN ACTIVITY RECORD

Name: _____

Instructional Division: _____

YEAR	ACTIVITY	UNIT VALUE	COMPLETION DATE	APPROVAL SIGNATURE OF DIVISION HEAD

PROFESSIONAL DEVELOPMENT PLAN SELF-ASSESSMENT INVENTORY

NAME: _____

INSTRUCTIONAL DIVISION: _____

DATE: _____

Professional growth is predicated on an insightful ability to assess personal strengths and weaknesses as an instructor. Using the SFCC Student Evaluation of Faculty form, review the five major categories of competencies expected of an instructor, including teaching methods, classroom climate, communication, classroom management, critical thinking skill development, and subject knowledge. Assess as honestly as possible your strengths in each area and then examine those areas that could be improved. Upon identifying the weaker areas, develop an activity or series of activities designed to increase your skills and improve your abilities in those areas.

Teaching Methods

Strengths

Weaknesses

Activity for Improvement

Classroom Climate

Strengths

Weaknesses

Activity for Improvement

Critical Thinking

Strengths

Weaknesses

Activity for Improvement

Classroom Management

Strengths

Weaknesses

Activity for Improvement

Communication

Strengths

Weaknesses

Activity for Improvement

Subject Knowledge

Strengths

Weaknesses

Activity for Improvement

Additional comments/reflections regarding teaching aptitudes, competencies, or concerns that may benefit from identification and action.

Approval Signatures:

Division Head	Instructor
Date	Date

PROFESSIONAL DEVELOPMENT FUTURE PLAN

NAME: _____

DATE: _____ POSITION: _____

1. Write down eight adjectives that you feel best describe your teaching.

2. Look back at each of the eight adjectives you have selected. Determine which ones, in your opinion, are positive, negative, or neutral attributes.

3. Describe one or more of the most outstanding instructors you have known. Then determine which of the adjectives selected in item 7 apply to the outstanding instructor(s) you have described.

4. Which qualities from the previous description would you want to identify as objectives for yourself?

5. What skills are needed to accomplish these objectives?

6. How will you plan to develop the instructional skills and abilities you wish to master? Detail a time schedule for accomplishing each part of your plan.

7. List your major long-range goals to improve your instructional ability.

8. List your major short-range goals to improve your teaching.

9. What would you like to do five years from now in your career?

PROFESSIONAL DEVELOPMENT PLAN
RESOURCE PERSON/MENTOR CONFERENCE SUMMARY

Resource Person_____

Date_____

Instructor_____

Division_____

Discussion Topics

Teaching Strategies Reviewed

Plans for Improvement

Comments

_____
Division Head Signature

_____
Date

SANTA FE COMMUNITY COLLEGE
CLASSROOM OBSERVATION REPORT

Faculty Member's Name _____ Division _____
Department or Major Discipline _____ Observer _____
Observation Date _____

The purpose of this report is to provide feedback for the instructor and the division head on instructional effectiveness observed during one specific classroom observation.

Effective: Performance that meets SFCC standards of high quality.
Requires Improvement: Performance in which significant areas for needed improvement have been identified.

Effective	Requires Improvement	Not Applicable	Not Observed	The instructor:
				1. provided clearly stated objectives for the class. Comments:
				2. used appropriate supplemental materials/handouts. Comments:
				3. used methods that address multiple learning styles (auditory, kinesthetic, visual.) Comments:
				4. used methods that involved students in lessons and discussions. Comments:
				5. used classroom time effectively. Comments:
				6. presented class content clearly and explained assignments. Comments:
				7. used good questioning techniques. Comments:
				8. spoke/lectured clearly. Comments:
				9. checked for understanding of materials covered. Comments:
				10. related course content to current trends and events. Comments:
				11. established good rapport with students. Comments:
				12. demonstrated knowledge of topics covered. Comments:

I certify that this report has been reviewed and discussed with me.

Faculty Member's Signature (Date) _____ Observer's Signature _____

Revised: February 1989

Santa Fe Community College
INSTRUCTIONAL OBSERVATION ANALYSIS

Please review this information with the instructor. A copy goes to the division head and to the instructor.

Brief Description of Class Topic(s):

Evaluator: _____
Instructor: _____
Course: _____
Date: _____

1. KINETIC OBSERVATION

   A. BODY

   B. VOICE

   C. FACE

2. TEACHING COMPETENCIES

   A. CRITICAL THINKING

   B. SUBJECT KNOWLEDGE

   C. COMMUNICATION

D. CLIMATE

E. MANAGEMENT

F. TEACHING METHODS

3. STUDENT RESPONSE

A. TIME ON TASK/LEVEL OF ATTENTION

B. AMOUNT OF PARTICIPATION

C. PACE OF THE CLASS

4. ADDITIONAL COMMENTS OR OBSERVATIONS

Examples:

1. KINETIC OBSERVATION

   Gestures, movement of body, hands, head, facial expressions, postures, movement through space, head nodding, and voice (pitch, tone, tempo, clearing throat).

2. TEACHING COMPETENCIES

   A. CRITICAL THINKING

      Ask questions that require "yes" or "no" or factual information or ask questions that require comparisons, synthesis, analysis, or are thought provoking

      Providing opportunities for the active involvement of students

      Allowing opportunities for student thought, speculation, and creativity

      Giving students opportunity to make appropriate choices and take responsibility

   B. SUBJECT KNOWLEDGE

      Communicating accurate and up-to-date knowledge of this subject

      Demonstrating confidence in his/her abilities by knowing what to do and have to do it. Providing opportunities and materials for students to apply or practice the knowledge and skill learned

      Bring in contemporary examples and referring to current research

      Reviewing trends and patterns in field over period of time

   C. COMMUNICATION

      Providing accurate oral and written communications compatible with and acceptable in the classroom setting

      Communicating to students the instructional intent or plan at the beginning of a learning experience

      Communicating involvement and interest in the lesson

      Giving clear directions and explanations related to lesson content and procedures

Communicating clearly, concisely, and in a manner appropriate to the level of the students

Assuring that the learners recognize the purpose and importance of topics and activities

Clarifying directions and explanations when students do not understand

Giving reasonable explanations for actions, directions, and decisions when appropriate

Providing constructive feedback to students about their behavior

D. CLIMATE

Encouraging appropriate student-to-student, as well student-to-teacher, interactions

Providing opportunities for the active involvement of students

Giving students opportunities to make appropriate choices in and take responsibility for their own learning

Allowing opportunities for students to express personal ideas, needs, and interests

Being sensitive to the needs and feelings of students

Acknowledging students' achievement

Assuring each student some success

E. MANAGEMENT

Handling routine tasks promptly and efficiently

Minimizing distractions and interruptions

Having materials, media, etc. ready for student use;

Handling behavior problems individually when possible

Starting and ending class on time

F. TEACHING METHODS

Selecting content and a variety of materials and media for lessons which are appropriate to the lessons and the learning

Using teaching methods, materials, and media which address student learning levels, rates, and styles

Providing opportunities and materials for students to apply or practice the knowledge and skill learned

Implementing learning activities in a logical sequence

Working with individuals, small groups, and large groups, as appropriate

Providing opportunities for students to work independently

Using techniques to arouse student interest

Using visual aids, handouts, media resources, and chalkboards effectively

3. STUDENT RESPONSE

A. TIME ON TASK/LEVEL OF ATTENTION

Involvement in classroom activities or in appropriate involvement in unrelated projects, like reading unrelated materials, talking with other students, daydreaming, etc.

B. AMOUNT OF PARTICIPATION

Eager participation or reserved/nonexistent participation

Many difficult students participation or same students over and over again

C. PACE OF THE CLASS

Was the pace fast, slow, or average? Did students have time to think about materials presented, reflect on lessons, take notes?

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